

Staff Initials:

Final Outcome: To perform a piece of music with different tempos, for a weather of their choice.

<b>Medium Term Objective:</b> (Copy and Paste from MTP- may go over more than 1 lesson)	<b>L.I &amp; Date of Lesson</b> (what children will learn)	<b>Recall Activities</b>	<b>Stages of Learning</b> What you are teaching step by step this lesson to achieve the knowledge from the MTP	<b>Core Vocabulary</b> Add to the vocabulary list in books	<b>Learning Outcome</b> The evidence that will be in books that demonstrates understanding of the knowledge	<b>Adaptations</b> needed to enable all pupils to succeed & extend their learning	<b>Resources/ PPTs/ Website Links</b>
 <p><b>Understand new Vocabulary:</b>  <b>Tempo</b>  <b>Speed</b>  <b>Beat</b>  <b>Call and respond</b>  <b>Rhythm</b></p>	<p><b>LI:</b>            Vocabulary</p>	<p>Put the word tempo up on the board. Can the children remember what the action was and what the word means</p>	<p><b>Class discussion-</b> discuss the big question 'What can happen when the tempo of the music changes?' and share initial thoughts. Explain that in order to answer the big question we need to use musical vocabulary. What does this mean?</p> <p><b>Introduce new vocabulary:</b> Tempo (we covered this last term)– the speed at which a piece of music should be played. Speed – the pace or speed at which a section of music is played Beat- the basic rhythmic unit of a measure, or bar Call and response- a compositional technique, often a succession of two distinct phrases that works like a conversation in music. Rhythm- a regular pattern of beats, sounds or movements.</p> <p><b>Say it:</b> Say the word in different ways (whisper, shout, slowly, quickly, in different voices). Display it: Display the word on the board. What do children notice about it? What sounds are in it? What does it begin with? Can we dot and dash the word? Read it: Put the word into a sentence.</p> <p><b>Video/Pictures/Actions:</b> Show a picture that represents the word. What do children think the word means, based on the images? Make an action/dance move to remember each word. Highlight that everyone needs to <b>participate</b> to help us all remember the vocabulary and their meanings.</p> <p>Go over vocabulary, if you say the word can they do the action? Can they say what it means? Mix up the pictures and see if the class can put the picture back next to the correct vocabulary.</p>	<p>Tempo            Speed            Beat            Call and respond            Rhythm</p>	<p><b>MILD</b> – Write new vocabulary in books and draw a picture to help remember what it means.</p> <p><b>SPICY</b> – Write new vocabulary in books, draw a picture to show what it means and write a definition.</p> <p><b>HOT</b> – Write new vocabulary in books, draw a picture to show what it means and write a definition. Put new vocabulary into own sentences, using capital letters, finger spaces and full stops to show understanding</p>	<p><b>Word banks:</b>            Scaffolded sentence stems</p>	<p>Pictures of each new piece of vocabulary for display – on ppt to print off</p>

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 <p>Children sing simple songs responding to visual directions</p> <p>Rain Rain go away Seasons</p>	<p>LI: Sing simple songs</p>	<p>Recap the words with the actions. Teacher says the word, children have a go at the actions. Teacher does the actions can the children remember the word</p>	<p><b>Recap the big question-</b> What can happen when the tempo of the music changes? <b>Introduce</b> that we are going to be singing songs Rain rain go away- <a href="https://www.youtube.com/watch?v=LFrKYjrIDs8">https://www.youtube.com/watch?v=LFrKYjrIDs8</a> Children to listen and join in with singing the song. <b>Teacher is the conductor-</b> if they point to your group you are the only group to sing, if the teacher raises their arms you need to get louder, if the start with their arms up and put them down you need to get quieter, explain what an increase in temp could be etc.</p>	<p>Tempo Speed</p>	<p>Children will learn the song and will perform. Video for evidence on the drive</p>	<p>Use Makaton or BSL as appropriate for non- verbal pupils to ensure all pupils access the language and are in time with the tempo of the music</p>	<p><a href="https://www.youtube.com/watch?v=LFrKYjrIDs8">https://www.youtube.com/watch?v=LFrKYjrIDs8</a></p>
<p>Children sing to a call and response song</p> <p>Pretty trees around the world Ram Sam Sam Boom Chicka Boom</p>	<p>LI: To sing a call and response song</p>	<p>Recap the song they learnt yesterday can they remember the visual directions from yesterday?</p>	<p><b>Recap the big question-</b> What can happen when the tempo of the music changes? <b>Introduce</b> that we are going to be singing a call and response song. Can you remember the action and what this means. Play the songs first and then get the children to sing along. Pretty trees around the word- <a href="https://www.youtube.com/watch?v=Nt6rtonFBL8">https://www.youtube.com/watch?v=Nt6rtonFBL8</a> Ram Sam Sam <a href="https://www.youtube.com/watch?v=zBttxAMxaXE">https://www.youtube.com/watch?v=zBttxAMxaXE</a> Boom Chicka Boom <a href="https://supersimple.com/song/boom-chicka-boom/">https://supersimple.com/song/boom-chicka-boom/</a></p> <p>Practise in groups, some of the group do the call and the others do the response and swap over.</p>	<p>Tempo Speed Beat Call &amp; respond Rhythm</p>	<p>Children to perform a call and response song</p>	<p>Use Makaton or BSL as appropriate to ensure all pupils access the language</p>	<p><a href="https://www.youtube.com/watch?v=Nt6rtonFBL8">https://www.youtube.com/watch?v=Nt6rtonFBL8</a> <a href="https://www.youtube.com/watch?v=zBttxAMxaXE">https://www.youtube.com/watch?v=zBttxAMxaXE</a> <a href="https://supersimple.com/song/boom-chicka-boom/">https://supersimple.com/song/boom-chicka-boom/</a></p>

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Children adapt simple songs retaining the rhythm (change the character in rain rain go away or the style of boom chicka)	LI: To adapt a song	Recap the song- what is a call and response song?	<p><b>Recap the big question-</b> What can happen when the tempo of the music changes?</p> <p><b>Recap</b> the songs rain rain go away and boom chicka boom.</p> <p><b>Explain</b> to the children that we are going to be changing parts of the songs that we have learnt.</p> <p><b>Focus on one song at a time-</b> Rain rain go away- how can we change this song? (Character, tempo etc)</p> <p><b>Explain</b> how we aren't going to change too much as we should still be able to recognise that it is still the song rain rain go away. <b>Then look at another song</b></p>	Tempo Speed Beat Call and respond Rhythm	Children to work in small groups to change parts of the song.  Rehearse and then share with the class	Use Makaton or BSL as appropriate to ensure all pupils access the language	-
Children compare two pieces of music with different tempo  slow tempo v fast tempo  Ram Sam Sam – speeds up	LI: To compare music	Recap the songs they rehearsed on Monday. What did they change? Can they remember the musical vocabulary?	<p><b>Recap the big question-</b> What can happen when the tempo of the music changes?</p> <p>Recap what tempo is? Can they remember the action that goes with it? Play the songs.</p> <p><b>Pretty trees around the word-</b> <a href="https://www.youtube.com/watch?v=Nt6rtonFBL8">https://www.youtube.com/watch?v=Nt6rtonFBL8</a> And Boom Chicka Boom <a href="https://supersimple.com/song/boom-chicka-boom/">https://supersimple.com/song/boom-chicka-boom/</a></p> <p><b>Discuss</b> as a class what we notice about the two pieces of music. Linking to tempo, speed and the musical vocabulary they have learnt.</p> <p><b>Display ideas on the board.</b></p>	Tempo Speed Beat Call and respond Rhythm	Children to compare two pieces of music. Can be in a table or in sentences. Explaining what is similar and different about them. They are similar because... They are different because...	Use sentence stems	
Children create music in response to non-musical stimulus i.e. rain fall or a snow storm Create fast and slow beats to represent weather Use body percussion to play repeated patterns to represent different types of weather	LI: To compose	Recap the songs they rehearsed on Monday. What did they change? Can they remember the musical vocabulary?	<p><b>Recap the big question-</b> What can happen when the tempo of the music changes? Explain that we are going to be answering this question today in our performance.</p> <p><b>Explain</b> to the children that they are going to use body percussion to create a piece of music that represents the weather.</p> <p>What is body percussion? When we use our bodies to make music.</p> <p><b>Children to collaborate</b> in groups of 3-4 and give them a type of weather eg storm, sunny, rain, snow etc</p> <p><b>Explain</b> to the children how that weather sounds and see if they can guess which one is which from the noises <a href="https://www.youtube.com/watch?v=-1d106E9Gr4">https://www.youtube.com/watch?v=-1d106E9Gr4</a></p> <p>Children to think about their bodies how can they make those sounds, which repeated sounds can they use?</p>		Children to work in groups of 3-4 to compose a piece of music using body percussion to represent weather. Can add instruments to the body percussion. Children work independently to record in writing what happens when the tempo of the music changes	Sentence stems Images of weather with area for child to include the tempo used to represent it	<a href="https://www.youtube.com/watch?v=-1d106E9Gr4">https://www.youtube.com/watch?v=-1d106E9Gr4</a>